COUNCIL OF
ONTARIO UNIVERSITIES

CONSEIL DES
UNIVERSITÉS DE L'ONTARIO

REPORT

profile

of

NCIL

The Council of Ontario Universities (COU) represents the collective interests of Ontario's 17 member universities and two associate members. The organization was formed under the original name of the Committee of Presidents of the Universities of Ontario in 1962 in response to a need for institutional participation in educational reform and expansion.

COU's mandate is to provide leadership on issues facing the provincially funded universities, to participate actively in the development of relevant public policy, to communicate the contribution of higher education in the province of Ontario and to foster co-operation and understanding among the universities, related interest groups, the provincial government and the general public.

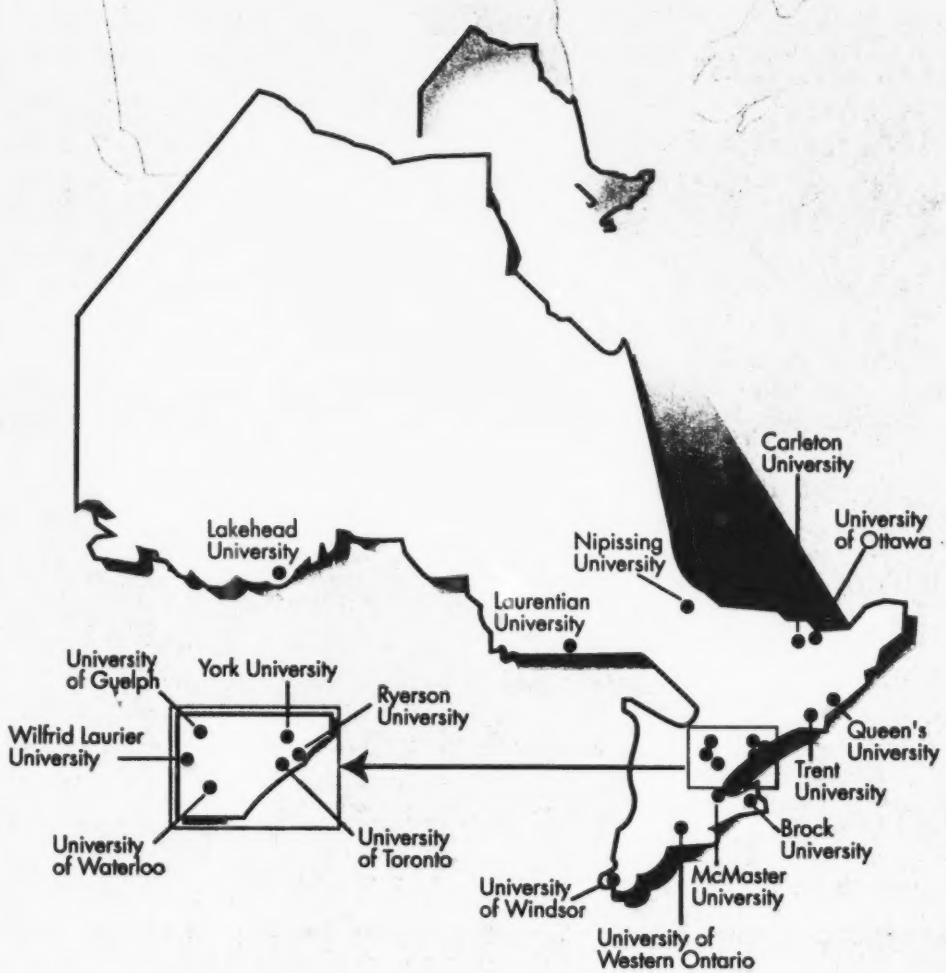
The Council consists of two representatives from each member institution: the executive head (president, principal or rector) and a colleague appointed by each institution's senior academic governing body. It meets five times during the academic year and is supported by the Executive Committee, which, in turn, is supported by a full-time secretariat that provides centralized service functions. Over 50 affiliates, special task forces, committees and other groups also support and work toward the achievement of Council's objectives.

MEMBER INSTITUTIONS

Brock University
Carleton University
University of Guelph
Lakehead University
Laurentian University
McMaster University
Nipissing University
University of Ottawa
Queen's University
Ryerson University
University of Toronto
Trent University
University of Waterloo
University of Western Ontario
Wilfrid Laurier University
University of Windsor
York University

ASSOCIATE MEMBERS

Ontario College of Art & Design
Royal Military College of Canada


Carleton University
University of Ottawa
Nipissing University
Lakehead University
Laurentian University
University of Guelph
York University
Ryerson University
Wilfrid Laurier University
Queen's University
Trent University
Brock University
University of Waterloo
University of Toronto
University of Windsor
McMaster University
University of Western Ontario

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LEARNING QUALITY IS THE MEASURE OF VALUE IN UNIVERSITY EDUCATION

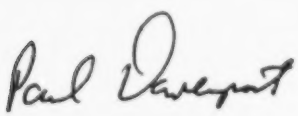
The idea of "university" has a tenacious appeal for aspiring people and societies. The belief in the importance of a university education has persisted through time and tide, as each new generation finds its own compelling reasons to value the pursuit of higher learning.

The generation of students that will begin arriving on Ontario university campuses in unprecedented numbers in fall 2003 is no exception. They are reaching for knowledge at a time when it has never been more important to know how to inquire, how to investigate, how to understand, how to apply, within and beyond their specific field of study.

Teaching students how to inquire, investigate, understand and apply is a resource-intensive exercise. Above all, it requires the presence of top-calibre professors in balanced ratio to student numbers to inspire and guide young minds along the path of learning. Beyond that, it requires adequate numbers of experienced support staff, appropriately equipped classrooms and labs, a strong library system and a functional campus plant. These resources are the infrastructure of teaching/learning excellence at the university level. Public opinion surveys show that the overwhelming majority of Ontarians judge the value of a university education in terms of the sufficiency or lack of these resources, which are the bedrock of a quality learning experience.

The knowledge economy is increasing the economic returns to university education, including education in the liberal arts, whose graduates have the skills in language, communication, team building and creative thinking which are so valuable in the new economy. Humanities and social science graduates in Canada earn higher incomes and have lower unemployment rates than the average graduate of other postsecondary institutions that are often praised in the media as being more attuned than universities to the labour market. The recent statements in support of the liberal arts by the chancellors of Ontario's universities and the CEOs of Canadian high-tech companies reflect the direct experience of these community and business leaders. In the words of the high-tech CEOs: "A liberal arts and science education nurtures skills and talents increasingly valued by modern corporations."

Quality costs, but quality produces lasting value, both to individuals and to society as a whole. It is good economy to invest in resources that will enable our young people to develop the best that is in them and that will strengthen the culture and health of our civic society. We look to the government for its continued leadership and support in ensuring that "access to university" remains synonymous with "access to excellence" now and in the future.



Paul Davenport
Chair, September 1, 1999 to June 30, 2001

RISING UNIVERSITY ENROLMENTS ARE THE WAY OF THE FUTURE

It is anticipated that the number of full-time students attending Ontario universities will swell by upwards of 90,000 over this decade. By 2010, enrolments province-wide are projected to rise from today's level of 330,000 full- and part-time students to 420,000 or more.

In recent years public attention has been focused on the "double cohort" as the cause of burgeoning enrolments. The double cohort is a product of secondary school reform that will see graduates of the former five-year curriculum seeking university admission at the same time as graduates of the new, accelerated four-year curriculum. While it is true that the double cohort is a major factor in rising enrolments, it is far from being the only factor.

The double cohort is an intense, time-limited phenomenon that will reach its peak effects between 2003-2004 and 2004-2005. After these students have all graduated, enrolments will continue to rise.

Multiple factors are contributing to long-term enrolment increases. The children of the baby boomers – the "echo boom" – have begun to enter university and will have a major influence on university enrolment for the next 20 years as they move through undergraduate, professional and graduate programs. Just as the baby boomers fuelled the major investment in Ontario's universities throughout the 1960s and early 1970s, their children will have a profound impact on this province's universities over the next two decades.

We are also seeing an overall increase in the number of Ontarians seeking a university education, propelled by demographics, workplace demands and rising participation rates among the population at large. Ontario's youth population is growing, and trends show that an increasingly higher percentage of 18- to 24-year-olds – well above historical norms – wants to pursue a university education. New workplace and professional standards are seeing many working adults returning to school to obtain a university credential, upgrade from a diploma to a degree, or acquire an advanced degree. And more Ontarians overall are recognizing the value of a degree in helping them succeed in a knowledge economy.

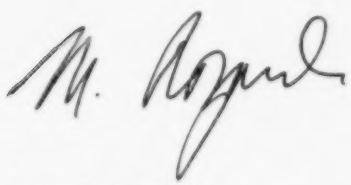
In short, we are seeing not a blip on the screen but a fundamental social shift as ever-larger numbers of Ontarians aspire to be university-educated citizens. This is good news for Ontario's economic and social outlook. This is a trend we want to

encourage every way we can. It is imperative, therefore, to consider funding issues in Ontario universities from a long-range perspective.

Recent budget initiatives show that there is clear awareness both within and beyond government of the importance of providing universities with the resources to give growing numbers of students a quality education. The Ministry of Training, Colleges and Universities and other government officials have been working alongside the universities to plan for dramatic enrolment growth.

Ontario universities are encouraged by the clear signals that the government is committed to expanding investment in the knowledge economy by supporting universities and research institutions in a creative way.

We are confident that the people and government of Ontario will rise to the challenge and the opportunity.



Mordechai Rozanski
Chair, July 1, 2001 to June 30, 2003

INVESTMENT IN HIGH-QUALITY EDUCATION ADVANCES GROWTH AND PROSPERITY

During this decade Ontario university enrolments are projected to rise by 27% as more and more Ontarians make the choice to invest in higher education. This increase – driven in the short term by the arrival of the double cohort and over the long term by rising participation rates, growth in the 18- to 24-year-old population and workplace demands for higher standards of educational attainment – not only represents the largest surge in university enrolments since the 1960s but also points to a future in which unprecedented numbers of Ontarians will have achieved an advanced level of education.

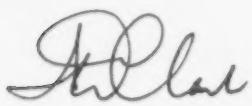
This is a welcome development for a province positioning itself to compete in the knowledge economy. Opinion leaders and the public at large agree that tomorrow's opportunities will belong to those who are the best educated and most highly skilled, and the facts support their conviction. Statistics Canada consistently reports that a university degree commands the highest average income and highest employment rate of any type or level of educational attainment. The two most recent Ontario University Graduate Surveys, for the Class of '98 and the Class of '99, show that 94.6% and 95.8% of Ontario university graduates were employed six months after graduation, and 97.2% and 96.6% after two years out.

To advance the growth of the knowledge-rich workforce Ontario needs to prosper in the new economy, the students of this province need the highest quality education that Ontario can provide. As recent public opinion surveys clearly indicate, Ontarians expect that no matter how much student numbers escalate over the coming years, all qualified students will have the opportunity to receive a university education in their home province that matches or exceeds the calibre of the educational offerings in competing jurisdictions.

Ontario universities and government have been working together to plan for dramatic enrolment growth, and great progress has been made to ensure that there will be a place for every qualified and motivated student. Universities are increasing their intake of secondary school graduates, and the government has committed to increasing operating grants to universities in amounts proportional to their projected enrolments through to 2003-2004. In addition, the government's SuperBuild program, which represents the largest capital investment in Ontario's postsecondary sector in more than 30 years, has enabled the universities to construct new academic buildings and upgrade existing facilities to accommodate a larger student population.

Along with protecting the principle of "access for every qualified student," Ontario must also ensure that educational quality does not decline as student numbers grow. Quality resides in the capacity to deliver effective educational experiences to students across the full range of disciplines at both the undergraduate and graduate levels. An effective educational experience depends on resource-based factors such as challenging interaction with highly qualified professors; up-to-date classrooms, labs, and libraries; a wide choice of courses and programs; and a supportive campus environment that is adequately staffed, serviced and maintained.

This period of dramatic enrolment growth is an opportunity to lay the foundation for our future prosperity. During this decade, more and more young people will be seeking postsecondary opportunities to develop their knowledge and skills to the highest possible levels. Ontario universities will continue to work with government to provide additional resources so that all students will receive the quality university education that is central to their ability to succeed as students and graduates. Our students deserve – and Ontario needs the fruits of – the very best education we can offer.



Ian Clark
President

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JULY 1, 2000 TO JUNE 30, 2002

During three years of joint planning for the arrival of the double cohort, whose first wave will reach university campuses in fall 2003, the universities of Ontario have been guided by the principle of "access to excellence." Through collaborative effort with government and new public investment, significant strides have been made to increase the capacity of Ontario's 17 universities to accommodate vastly larger enrolments during this decade.

It is well understood, however, that expansion plans must focus on issues of quality as well as access. Maintaining quality in the delivery of higher education poses many challenges in a time of burgeoning student numbers and continuing fiscal restraint. The standards that define learning excellence within our universities – well-balanced faculty-student ratios, sufficient numbers of qualified support staff, strong student services and adequate resources for teaching, learning and research across the full spectrum of academic disciplines – must not be compromised as student populations grow. Meeting this challenge remains a priority in the ongoing joint planning process.

During the period covered by this report (July 1, 2000 to June 30, 2002), Ontario universities have been busy preparing for the greatest enrolment surge since the 1960s.

Over the course of this decade, Ontario university campuses will swell by an estimated 90,000 additional students – a 27% increase in total student numbers above current levels. By 2010, enrolments province-wide are projected to rise from today's level of 330,000 full- and part-time students to upwards of 420,000.

Several factors are combining to increase the numbers of university-bound students:

- **Secondary school reform/the double cohort:** The elimination of Grade 13 will result in two cohorts of high school students – graduates of the former (five-year) and new (four-year) programs – both seeking university admission at the same time. Secondary school reform will have its peak effect on overall university enrolments between 2003-2004 and 2004-2005.
- **More Ontarians seeking university access:** Ontario's population of 18- to 24-year-olds (the traditional university age band) is increasing. At the same time, overall participation rates in higher education are on the rise in Ontario. Changes in the workplace are also driving enrolment growth as more employed adults return to school.

Ontario universities have already experienced the first effects of the enrolment surge, which is larger than had been anticipated:

- **Enrolment growth in 2001-2002 was more than double previous forecasts,** with increasingly higher numbers of Ontario's growing population of 18- to 24-year-olds choosing to pursue university education and participation rates accelerating at the high end of anticipated ranges.
- **The number of applications from Ontario secondary school students applying directly to university for admission in fall 2002 was 16.3% higher than in 2001** (Ontario Universities' Application Centre: June 2002 figures), largely due to an increase in the number of students who fast-tracked through the former five-year program to secure a place at university before the arrival of the double cohort.
- **Enrolment is expected to increase by 16.7% from 2002 to 2004.** The first graduating class of double cohort students will arrive on university campuses in fall 2003.

ENSURING ACCESS, MAINTAINING LEARNING QUALITY

The Dual Challenge of the Double Cohort Years

In recent years, the attention of many Ontarians has been captured by the implications of the growing demand for university education. Parents and students in particular have raised many questions about the capacity of the universities to accommodate a vastly larger student population. Their questions have converged around two key issues: *availability of space* and *quality of the learning experience.*

As public awareness of the double cohort phenomenon has grown, universities have observed a shift in the priorities of prospective students and those who assist them in their education planning. Once focused on questions such as program selection and admission criteria for the university of choice, they are now likely to ask: Will there be a space for me at all, even if I'm eligible for admission? If I'm accepted, will there be enough well-qualified professors and experienced academic support staff? Will classrooms and laboratories be reasonably maintained and adequately equipped? Will there be enough technological and library resources to go around? Will there be room for me in residence? Will the campus continue to be safe?

These questions reflect a dual public expectation – that no qualified, motivated student will be turned away, and that the quality of the learning environment will not decline as student numbers grow. Responding to these expectations has been the central challenge of government-university planning for the double cohort.

The past two years have seen significant government reinvestment in higher education to help the universities increase their student intake. As of 2002, however, solutions were still being sought to the critical question: How will universities maintain the quality of their learning environments without a corresponding increase in overall institutional capacity? This central issue continues to dominate the planning agenda as we approach 2003, the first of the "double cohort years."

Ed. Note: The Council of Ontario Universities (COU) has documented the challenges in three briefs: Access to Excellence *(fall 2000);* Access to Excellence: A Progress Report from Ontario Universities *(fall 2001); and* Access to Excellence: The Double Cohort Countdown *(fall 2002). All three reports are available on the COU web site (www.cou.on.ca).*

ENSURING ACCESS

For Qualified and Motivated Students

Joint government-university planning for the double cohort has sought to ensure that every qualified and motivated student in the province wishing to attend an Ontario university should have the opportunity to do so. Through collaborative effort, great progress has been made toward ensuring that the number of spaces available meets the anticipated demand, based on government projections. Key measures were introduced in successive Ontario budgets to protect the principle of "access for every qualified student":

Campus Expansion Through SuperBuild

In February 2000, the provincial government launched the SuperBuild investment program, the largest public capital investment in Ontario's colleges and universities in more than 30 years. Since then, the program has allocated $891 million to help colleges and universities construct new academic buildings and upgrade existing teaching facilities to accommodate the growing number of students. In 2002, responding to revised, higher enrolment projections for the double cohort years, the government announced a new call for SuperBuild proposals to "increase the number of student spaces in the areas where they are needed." Proposals were to be submitted by the end of January 2003.

Student Financial Assistance

Recent budgets have demonstrated the government's commitment to the principle that lack of financial resources should not limit a student's opportunity to acquire a postsecondary education. Improved income exemptions now allow students to keep more of the money they earn. An expansion of the Ontario Work-Study Program and an increase in the number and value of Ontario Graduate Scholarships are helping students meet their education costs. Ontario universities also continue the practice established in 1997-1998 of setting aside 30% of increases in tuition fees for student financial assistance.

Ed. Note: The government has announced a second phase of the Ontario Student Opportunity Trust Fund, to be designed in consultation with postsecondary institutions and students. The first round generated over $600 million through matching funds for institutional fundraising to assist students who have the academic qualifications but lack financial resources to pursue postsecondary education. The fund will be increased to assist 400,000 students in attending colleges and universities over the next decade.

Funding for Additional Enrolments

Budget 2001 committed to providing full funding for larger numbers of students through multi-year operating grant increases "directly proportional to enrolment growth." By May 2002, however, revised projections showed that student numbers were climbing higher than forecast, exceeding the estimates on which Budget 2001 based its funding figures. In Budget 2002, the government addressed the shortfall by increasing its operating grant commitment based on its revised enrolment projections. The province will now augment operating grants to colleges and universities by $368 million by 2003-2004.

With these assurances of public support, each university is developing an individual enrolment growth plan that includes an agreement to accept a specified number of secondary school graduates in fall 2003.

MAINTAINING LEARNING QUALITY

For Growing Numbers of Students

Higher university enrolments are good news for Ontario. They point to a future in which unprecedented numbers of individuals have achieved the advanced level of education that is the key to economic competitiveness and societal well-being, as demonstrated by every high-performing jurisdiction in North America.

In planning for growth, however, we must ensure that Ontario retains its competitive edge as a high-quality educational jurisdiction. This new generation of learners expects and deserves to receive an education of the same high calibre enjoyed by previous generations of Ontarians. To meet those expectations, Ontario's universities must continue to deliver *effective* educational experiences across the full range of disciplines at both undergraduate and graduate levels.

The Measures of Quality: What Defines an Effective Educational Experience

Extensive research indicates that virtually all students view certain educational experiences as "effective." Common benchmarks include the level of academic challenge, an active learning process, regular interactions with faculty, enriching educational experiences and resources, and a supportive campus environment.

In a COU-commissioned public opinion survey undertaken by EKOS Research Associates, Ontarians identified the factors that, in their view, have the greatest influence on the quality of a student's educational experience. The study found that high-level teaching skills, a wide choice of courses and programs, well-equipped classrooms and laboratories and well-stocked libraries that make use of leading-edge technology stand at the top of the list. (*For more details on public perceptions of quality in Ontario universities, see page 31.*)

Educational effectiveness, so defined, is inseparable from an environment that supports high-quality teaching, learning and research.

Recent Ontario budgets have demonstrated the government's growing commitment to university research. Budget measures reflect the priorities that universities and government identified through the joint government-university Working Group on University Research. The province has expanded successful programs and recognized the overhead costs associated with research activity. Through these investments, the government has done much to further learning effectiveness in many universities by increasing the opportunities for Ontario students to participate in the culture of innovation that research fosters.

The Impact of Funding Policies on Educational Effectiveness

Government initiatives such as SuperBuild, and the commitment to fund universities for their additional enrolments through to 2004, will make it possible for Ontario universities to provide places for many more thousands of students in the next few years. Welcome and needed as these investments are, further measures must be taken to ensure that *access to university* remains synonymous with *access to excellence* for students of the double cohort.

THE FUNDING ENVIRONMENT

Multi-Year Funding Shortfalls:

Even in advance of the arrival of the double cohort, Ontario universities continue to grapple with financial constraints that have their roots in the last decade. The scope of the challenge they face in the present decade becomes apparent when one considers the cost of educating a student in the context of the quality inputs noted earlier and some historical facts concerning government funding.

Funding levels, past and current, fall short of past, current and projected cost increases. Ontario universities continue to be stretched to the limit by the carry-forward effects of the funding constraints of the 1990s, which saw operating grants decline by 23.3% in inflation-adjusted terms while base operating costs increased. Most universities are still introducing cost-cutting measures, on top of those implemented during the previous decade of cutbacks and retrenchment. Operating grants have simply not kept pace with the growing base costs that universities *must* incur to fulfil their core mandate to provide students with an effective educational experience.

The range of program and university choice can be viewed as an aspect of system quality, but the quality issue extends well beyond student choice. It will be manifested in the level of service that students receive from registrarial and student aid offices, the condition of study areas, laboratories and classrooms, the adequacy of learning resources such as library holdings and computing facilities, and, most importantly, in the degree of contact with faculty.

Grant Inequity:

As a consequence of funding restraints, provincial grants have not been provided for almost 6% of the students enrolled in Ontario universities. This grant inequity has affected more than half of Ontario's 17 universities. The result is a system-wide base funding shortfall of $100 million.

Aging Facilities:

Current estimates of deferred maintenance in Ontario universities run as high as $1.3 billion. An annual infusion of $156 million would be needed simply to prevent further deterioration of the existing physical fabric. Over the past few years, government increased funding for facilities renewal to $26.7 million annually, and in 2001 made an additional one-time allocation of $66.7 million to address maintenance backlogs. Although the universities have used these monies effectively, there still remains a significant gap relative to the estimated need.

Because of these constraints, Ontario universities are already under-resourced in several critical areas. Larger enrolments will only increase the pressures on the resources that do exist, to the detriment of quality in the learning environment.

Major Challenge: Mass Recruitment of Additional Faculty

The Ontario university sector must significantly increase its current complement of faculty to meet the needs of a growing student population. Ontario universities must recruit as many as 13,500 faculty during this decade: 7,500 to replace record numbers of retirees; 4,200 to meet the enrolment expansion; and 1,800 to improve faculty-student ratios. The difficulty of recruiting large numbers of faculty – and quickly – is compounded by the fact that Ontario is in competition with virtually every jurisdiction in North America in its efforts to attract top-calibre professors as well as to withstand continuous attempts to lure talented faculty away from its campuses.

Faculty-student ratios are a key indicator of educational quality. Faculty-student interaction tops the list of internationally recognized benchmarks for quality in education. COU's 2002 University Applicant Survey found that emphasis on teaching and small class size are key factors that influence university selection, while declining access to professors is one of the top three double cohort-related concerns (see page 32 for more details). Faculty-student ratios in universities elsewhere in Canada and in the U.S. are superior to the ratio in Ontario universities, which means that professors teach smaller classes and can spend more time with individual students.

Major Challenge: Hire More Support Staff

In addition to faculty, universities rely on many skilled individuals to create a high-quality environment for students in the classroom and beyond.

These are the people who staff libraries and provide academic, technical and computing support; counsel students and deliver learning-assistance programs; administer financial aid programs; ensure accuracy in admission and student records; staff residences and food service operations; maintain classrooms, laboratories and physical plants; and ensure sound academic planning and fiscal management.

Ontario universities lost a large percentage of their support staff to the cost-cutting imperatives of the 1990s and continue to operate with reduced staff today. Current complements of these essential personnel are inadequate to serve the vastly larger student body that will soon arrive on university campuses across the province.

Major Challenge: Increase Inventory of Teaching/Learning Resources

More students demand not only more faculty and staff, but more of the core teaching/learning resources that constitute an effective educational environment. Universities are already struggling to keep the resources they have in usable condition and reasonably current. Many of these resources, from library holdings to lab equipment, are in urgent need of augmentation, renewal or replacement.

Major Challenge: Maintain Safe, Clean, Functional Campuses

Universities will be pressed to maintain the safety, cleanliness and functionality of their campuses as higher usage of campus facilities increases the wear and tear on the aging infrastructure of the universities' building stock and basic physical plant.

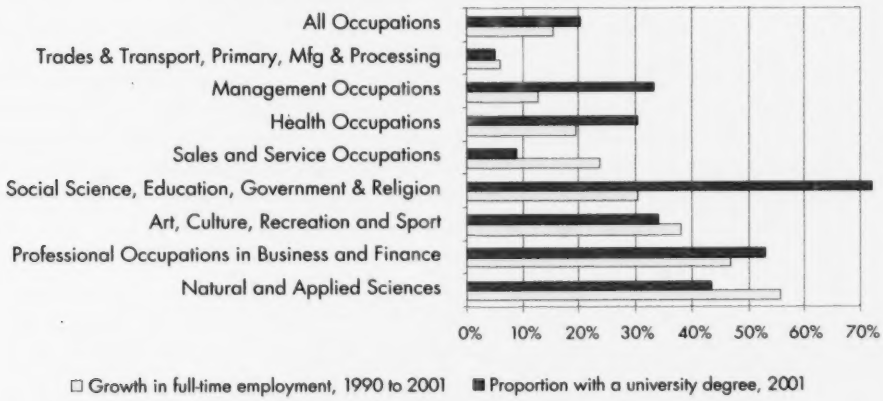
PREPARING FOR THE DOUBLE COHORT

Through Investment in Quality

There is no high-performing jurisdiction in North America that is not fuelled by an excellent education system. The certainty that Ontario's future economic performance will depend on the level of knowledge and skills possessed by its citizens has been evidenced in countless ways in recent years: through government-led public consultation processes and independent public opinion polls; through credible research and government-sponsored studies on strategies for job creation and economic growth; through the workplace-driven demand for continuing education; through the growing percentage of young people who are choosing the path of higher education, at a rate far exceeding historical norms; through new federal immigration policies that place a premium on educational attainment; and through the experience of peer jurisdictions.

Educational excellence is achieved by providing a quality learning environment — outstanding professors in balanced ratio to student numbers, an adequate complement of qualified support staff, up-to-date classrooms and laboratories, well-stocked libraries and well-maintained physical plants. These core resources are the basic infrastructure of excellence. It is only through adequate, stable operating revenues that universities can ensure the sustained delivery of quality year over year. It will only be through new sources of funding that universities will be able to maintain this standard of quality through the double cohort years and beyond.

The fastest growing occupations require the most education



Source: Statistics Canada, Labour Force Survey, 2001

Chart data supplied courtesy of AUCC

Filling the Funding Gap

The significant shortfall in resources can be made up through shared responsibility by:

- **The universities** – through increasing their revenue sources and continually searching for operating economies.
- **Students and their parents** – through their tuition to help cover some of the costs.
- **Government** – through operating grant adjustments that meet the increased student demand and recognize the value of investment in higher education, as was demonstrated in the budgets of 2000-2002.

Universities Share in Responsibility

Fundraising and Partnerships:

The boards and staff of Ontario's universities have worked hard to increase their revenue from other sources. It is estimated that in 2000-2001, for example, universities raised an estimated $479 million in partnership with industry, foundations and non-government organizations. This represents a 418% increase since 1989-1990.

Administrative Efficiency:

During the period of funding cutbacks, universities responded by reducing personnel, implementing administrative efficiencies and securing new revenue sources. They continue to pursue administrative efficiencies and new revenue sources.

The efficiency and resourcefulness of Ontario universities were applauded in 2001 by the government-appointed Investing in Students Task Force, which gave the universities a "clean bill of health" for responsible management and cost efficiency across the spectrum of student financial aid administration, facilities management, finance and accountability, student learning support services, human resources and purchasing. Ontario universities' expenditures on general administration are the lowest in Canada when expressed as a percentage of total funding. Examples of best practices in administrative efficiency and cost-saving collaborations abound. *(For more information, see page 38.)*

Conclusion

Ontario universities and the provincial government have made significant strides in preparing for the double cohort and for the overall increase in university participation rates that will continue to swell enrolments when the double cohort phenomenon has run its course.

Ontario universities see the present challenge as an opportunity to plan for the long term, build on strengths and invest in enhancing the quality of the university experience across Ontario. SuperBuild and the multi-year commitment to full average funding for enrolment growth have laid the foundation. Ontario universities continue to work closely with each other and with the Government of Ontario to ensure that this new generation of students receives nothing less than the first class education they deserve.

COU Plays Active Role in Development and Phase-in of New Curriculum

Three main subjects have dominated COU's concerns regarding secondary school issues: the double cohort phenomenon; the stability and reliability of grades during the transition period to the new secondary school program of studies; and, more recently, the implementation of the new Grade 11 and Grade 12 university-preparation (U) and university/college-preparation (U/C) courses.

For the past few years, Ontario universities have worked closely with both the Ministry of Education (MED) and the Ministry of Training, Colleges and Universities (MTCU) to ensure that the new four-year secondary school program would offer sound preparation for university-bound students and that no student's opportunity to attend university would be undermined by the transition from the old curriculum to the new. Examples of collaboration and co-operation abound:

- The MTCU/COU Working Group on University Capacity reviewed and recommended measures to ensure that every qualified and motivated secondary school graduate would have a place in a postsecondary institution during the period of increased demand associated with the double cohort.
- A separate MTCU/MED/COU Double Cohort Committee met to consider how changes in the content of courses and in assessment practices might possibly affect university admission requirements.
- University-subject specialists participated with other educators to review all U and U/C courses during the development phase of the new curriculum to confirm the academic integrity of the courses.
- COU has promoted faculty involvement in professional development for secondary school teachers to assist them with the new secondary school curriculum.
- The Ontario Universities' Council on Admissions developed guidelines based on a preliminary assessment of the new program and curriculum. As noted in the guidelines, which were released in the 2001 spring issue of *INFO* magazine: "During the transition from the current to the new OSS program and curriculum, universities will consider applicants and their academic programs from either system, equally. Students who present OAC course results in combination with U and/or U/C will be considered equally provided that they meet all the course prerequisites and diploma requirements specified by the universities to which they have applied."

As the new secondary school program reaches its full implementation, COU and the universities continue to co-operate with the appropriate ministries to deal with the issues of treating secondary school graduates equitably. So far, the data available from the Ministry concerning student marks continue to indicate that the distribution of grades at the higher level – for students with appropriate qualifications for university study – is essentially the same between courses in the old curriculum and parallel courses in the new curriculum.

Universities Publish Admission Requirements for Graduates of New Secondary School Program

When the Ministry of Education released the new Grade 11 and Grade 12 courses in June 2000, Ontario universities acted promptly to develop admission guidelines reflective of the new course content. The guidelines were published in a 48-page booklet and distributed to Ontario secondary schools before the end of January 2001.

Targeted to university-bound students in Grade 10, the booklet was designed to provide information about the new admission regulations and guidance in selecting courses from the new curriculum with a view to preparing for future university studies. Each university detailed the requirements for admission to its programs and provided a web site address. Students were encouraged to review the university admission requirements and their course selections carefully and, when in doubt, to consult with their guidance office or the specific university admissions office.

The publication of this booklet and its successor, released the following year, was co-ordinated by the Ontario Universities' Council on Admissions, in co-operation with COU and the Ontario Universities' Application Centre.

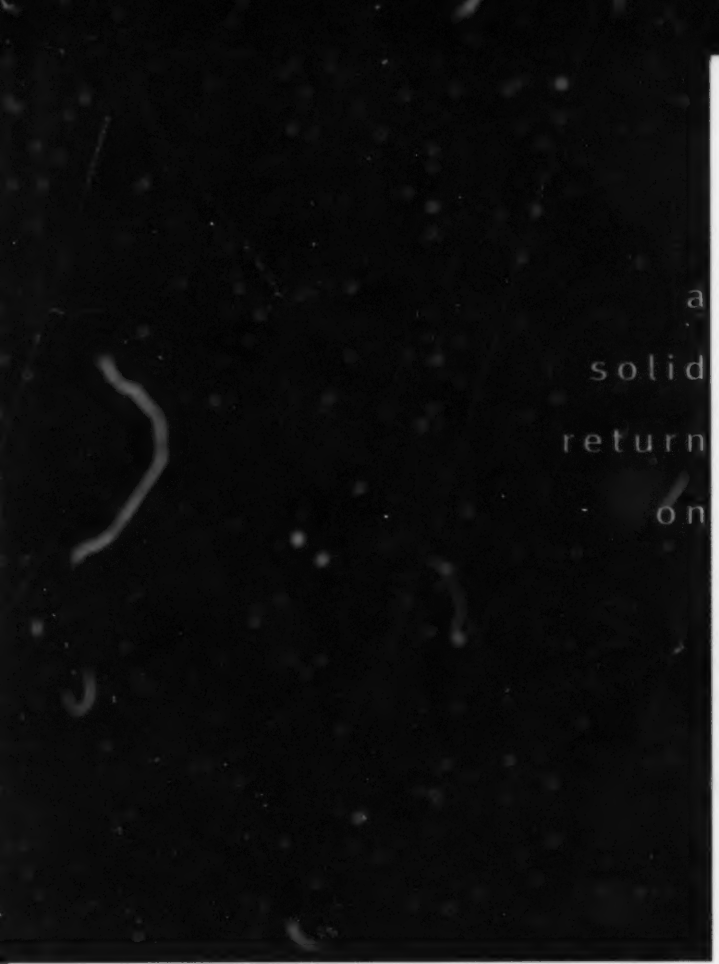
Guiding Principle for University Admissions: Equal Opportunity for Students

The increase in the number of graduates from Ontario's secondary schools during the transition to the new curriculum has led to concern about whether the difference in credentials provides an advantage to one group of students over the other.

To give guidance to students and to provide reassurance, the Ministry of Training, Colleges and Universities and the Council of Ontario Universities agreed on the following points and guidelines concerning university admission in 2003:

- The universities of Ontario and the provincial government have been working together for the past six years to plan for the double cohort. The universities participated in the validation of the OSS curriculum and are confident that students graduating from the new program are as well prepared as their OAC counterparts for university studies.
- The universities and the government are committed to the principle that, regardless of which curriculum they completed, or when they entered high school, students' chances of gaining admission to university will be the same.
- The government is holding to its resolve that there will be enough spaces for all willing and qualified applicants. Budget 2002 provided an additional $70 million in operating funds, bringing the previous year's multi-year commitment to $288 million by 2003-2004 to finance approximately 42,000 new student places. In addition, the government and postsecondary institutions have invested over $1.8 billion in capital funding to create the physical capacity to accommodate additional students.

The government and the universities will continue to monitor the implementaion of the new secondary school curriculum.



a solid return on MENT

Today, some 330,000 full- and part-time students are investing their intellect, energy and enthusiasm in a university education in Ontario. The province's annual investment in their education, through university operating grants, scholarships and financial aid, is approximately $2.1 billion. Who will reap the benefits of this allocation of public funds?

Everyone, according to an economic impact study by Enterprise Canada, which reports that universities generate one of the highest rates of return on investment of any major sector.

ONTARIO'S

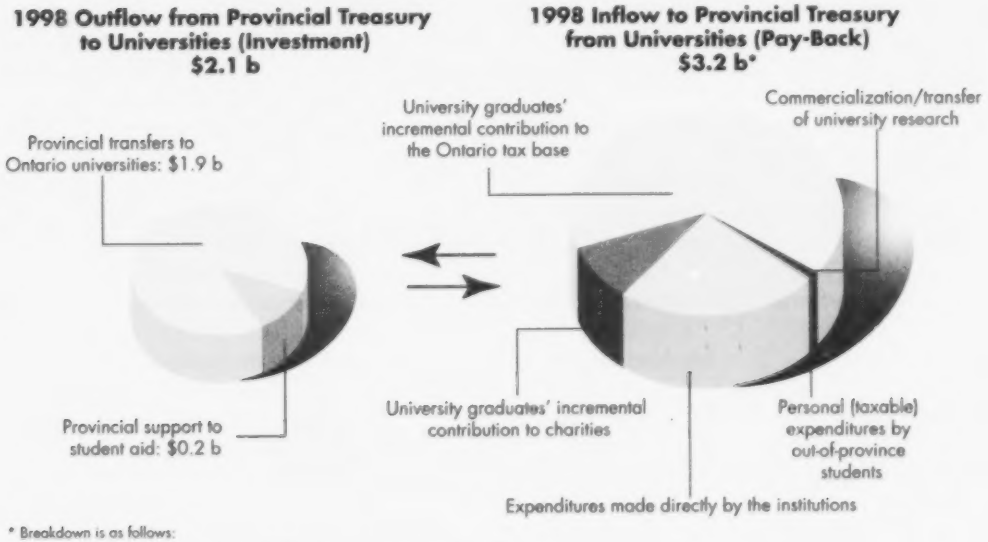
UNIVERSITIES

A Solid Return on Investment

Ontario universities are major contributors to economic growth and job creation in the province, directly or indirectly sustaining **more than 375,000 Ontario jobs,** according to findings of a COU-commissioned report by Enterprise Canada Research. In a study that examined the consolidated impact of the university community on the province of Ontario, *The Economic Impact of Ontario's Universities* found that Ontario universities and their graduates:

- stimulate over $10 billion in economic activity annually; and
- contribute $3.2 billion in taxes and other revenue to the province every year – $1 billion *more* than Ontario's direct annual investment of $2.1 billion in the university sector.

The 2001 study finds that **expenditures on university education are more potent economic stimulants than expenditures on almost any other good or service.** For every job created or sustained through expenditures made by a university, another 0.88 of a job is created by the ripple effect of those expenditures through the economy, providing jobs for more than 375,000 Ontarians annually. **The university sector generally provides more employment per dollar than any other sector.** Its employment impact is almost double that of the health/social services sector, and almost twice as high as the business/computer services sector. When considered as an "industry," the university sector is a significant employer, yet fewer than a quarter of the jobs generated or sustained by Ontario universities are found at the universities themselves.


1998 Outflow from Provincial Treasury to Universities (Investment) $2.1 b
1998 Inflow to Provincial Treasury from Universities (Pay-Back) $3.2 b*
Provincial transfers to Ontario universities: $1.9 b
Provincial support to student aid: $0.2 b
University graduates' incremental contribution to the Ontario tax base
Commercialization/transfer of university research
University graduates' incremental contribution to charities
Personal (taxable) expenditures by out-of-province students
Expenditures made directly by the institutions

* Breakdown is as follows:

- Provincial tax revenues (income and sales) from institutional expenditures ($771.4 m)
- Provincial sales tax revenues from out-of-province students ($13.5 m)
- Provincial tax revenues (income and sales) from the commercialization/transfer of university research ($38.8 m)
- Provincial tax revenues (income and sales) from single year pay-back on incremental earnings of university graduates – i.e., the higher contribution of university graduates relative to those with only high school education ($2,101.5 m)
- Cost avoidance benefit from the additional philanthropic giving and voluntarism of university graduates – i.e., the higher contribution of university graduates relative to those with only high school education ($283 m)

Ontario Universities Contribute to Economic Growth and Job Creation

Using 1998 as the reference year (the most recent year for which the most complete data are available), the study applies only five of many possible measures to estimate the impact of Ontario universities on the provincial economy.

1. Through the impact of expenditures made directly by the institutions.
Ontario universities spent approximately $4.7 billion in 1998, of which the provincial government provided roughly 40%. This initial expenditure translated into more than $10 billion in economic activity as the spending circulated through the economy.

2. Through the commercialization/transfer of university research.
The economic impact of university-based research and development (R&D) is demonstrated in many ways – from the consulting activity of individual faculty members to the creation of new spin-off companies, from the movement of graduates with innovative ideas into the commercial environment to the attraction of new capital investment to the province. University R&D also generates economic growth in other ways, such as the licensing of innovations.

There is also likely to be substantial equity investment to bring new products and services to market. A low-end estimate of the value of university-based innovation shows that the direct and indirect inflow to the provincial treasury was $38.8 million in 1998 and that some 2,400 jobs were sustained by this economic activity. These estimates are based on (1) economic activity generated by spin-off companies in a single year, (2) pre-production activity associated with licensing and (3) paid consulting carried out by faculty. They do not include the unmeasured impact of licensing to *existing* companies.

FACT

The Gross Domestic Product (GDP) for Ontario's university sector is larger than any of the province's plastic products, textiles, paper products, fabricated metal, electrical and electronic products, communications or chemical products industries.

FACT

There are an estimated 136 companies operating in Ontario as a result of direct university linkages.

3. Through the impact of university graduates' higher average income and spending power relative to other taxpayers and consumers.
The findings make it clear that public investment in Ontario students makes good economic sense for the province as well as for the individuals who earn a degree. Ontario receives a lifetime of public payback from its university graduates. Enjoying higher average incomes than high school graduates, they pay more taxes and have more disposable income to reinvest in the economy. Spending by university graduates translated into 169,425 *additional* jobs in the province in 1998 above those generated or sustained by their high school counterparts.

FACT

Statistics Canada consistently reports that university graduates, measured against Ontarians with any other level or type of educational attainment, enjoy the highest employment rates and average personal incomes. The earnings of university graduates are substantial soon after graduation and continue to grow as their careers progress.

4. Through the taxable personal expenditures of out-of-province students.
Ontario universities also return the province's investment through the personal (taxable) expenditures of their out-of-province students. International and out-of-province students contributed $13.5 million to the government in provincial sales tax revenues in 1998. It is estimated that their expenditures directly or indirectly sustained the equivalent of 8,821 full-time jobs.

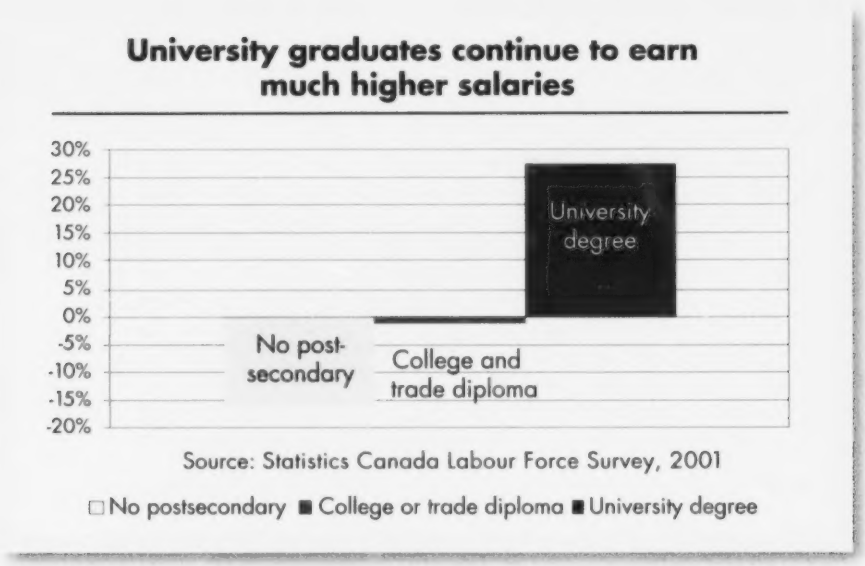


Chart data supplied courtesy of AUCC

FACT

University graduates' higher annual contribution to the province, in the form of provincial tax payments, is greater than Ontario's annual investment in its universities.

5. Through the cost avoidance benefit from university graduates' higher levels of philanthropic activity relative to high school graduates.

The Enterprise Canada report also calculates the value of our graduates' contributions to Ontario's charitable organizations – religious, education and research, health, culture, arts and recreation – through giving and volunteering. In 1998, university graduates donated $420.1 million more in funds and significantly more volunteer hours than their high school counterparts.

These findings – highly conservative, using narrow terms of reference – show conclusively that an investment that supports high-quality teaching, learning and research in our universities is an investment in the economic well-being of Ontario.

The university community and its graduates share the benefits of quality learning and research with the whole province. Ontarians receive a significant, tangible economic benefit from their long-term investment in Ontario universities – a benefit that is paid out annually to support economic growth and job creation in the province. The level of excellence that generates this kind of productivity and innovation must be maintained for future generations of students.

FACT

University graduates' higher spending power translates into jobs.

the work of

COU

ACTIVITY HIGHLIGHTS

JULY 1, 2000 TO JUNE 30, 2002

The Council of Ontario Universities (COU) represents the collective interests of Ontario's universities, plus the Ontario College of Art & Design and the Royal Military College of Canada. Through COU, member and associate-member institutions work to improve the quality and accessibility of higher education in Ontario and to strengthen understanding within the sector, related interest groups, the provincial government and the public.

COU achieves its goals through ***advocacy*** *(advancing the cause of higher education both publicly and with the provincial government);* ***self-management*** *(providing common services, promoting best practices, undertaking quality appraisals and occasionally dealing with issues of resource allocation among member institutions); and providing* ***advice*** *to* ***government*** *(often through jointly staffed committees).*

These roles are mutually reinforcing, and all three rely on a common base of excellent data and analysis, as the many and diverse activities of Council serve to illustrate.

Working Group on Performance Funding Submits Reports to Minister

On March 14, 2000, Dianne Cunningham, Minister of Training, Colleges and Universities (MTCU), announced that for the first time a portion of university grants would be distributed based on performance. In the 2000-2001 academic year, $16.5 million of the approximately $1.7 billion in university operating grants would be tied to three performance indicators: graduation rates, graduate employment rates after six months and graduate employment rates after two years.

In response to concerns raised by the university community, a joint MTCU/COU Working Group on Performance Funding was established in June 2000, co-chaired by Jamie Mackay, then Director of the Universities Branch of MTCU, and Ken Snowdon, then Vice-President of Policy and Analysis for COU. The Working Group, composed of staff from MTCU and representatives from seven Ontario universities, met over the summer and fall of 2000 to discuss issues surrounding indicator measurements and links to funding mechanisms.

On March 30, 2001, COU submitted two reports by the Working Group's university members to the Minister. *The Report from the University Members of the Working Group on Performance Funding* provided a thorough accounting of the Working Group's discussions and recommendations, including a recommendation that benchmarks be established at 10% below the system average for each indicator. *A Background Report Prepared for the Working Group on Performance Funding: Lessons from Other Jurisdictions* compared the current Ontario Performance Fund methodology with methodologies found in selected jurisdictions in Canada and the U.S. Both reports are posted on COU's web site (www.cou.on.ca).

The Working Group also submitted a joint MTCU/COU report to the Minister in early April.

COU Presents Brief on Proposed Postsecondary Education Legislation

On November 22, 2000, COU presented its *Brief to the Standing Committee on General Government: Bill 132 – The Post-Secondary Education Choice and Excellence Act, 2000*. The brief was developed by the COU Standing Committee on Relationships Between Universities and Colleges of Applied Arts and Technology, chaired by Nipissing University President David Marshall.

The proposed legislation was required to implement the government's announcement to approve the establishment of private degree-granting institutions in Ontario; to allow colleges of applied arts and technology to offer applied degrees; and to create the Postsecondary Quality Assessment Board to review all applications and provide advice to the Minister. The Standing Committee on General Government finished its proceedings on December 4 and recommended amendments to the bill on December 5. The bill proceeded to the legislature for third (and final) reading on December 19, 2000, receiving Royal Assent and becoming law.

COU Task Force on Student Assistance Finishes Review

In October 2001, the COU Task Force on Student Assistance published the findings of its comprehensive review of the existing student financial assistance system and its effects on students and institutions. The Task Force, chaired by Dr. Richard Van Loon, President of Carleton University, worked on the assumption that the goal of any student financial assistance program should be to ensure that all qualified and motivated students have access to postsecondary education regardless of their socio-economic background or special needs.

Over the past decade, Ontario's student financial assistance programs have undergone considerable changes. In general, there has been greater emphasis on the use of loans over grants, more stringent eligibility requirements, and greater pressure on the universities to provide OSAP services that were previously the responsibility of the provincial government. While many of these changes have resulted in improved services to students (for example, shorter delivery time), they have also added to the complexity of an already confusing system.

Report from the COU Task Force on Student Assistance can be found online at COU's web site (www.cou.on.ca).

COU Submits Brief on Ontario's Proposed Privacy Legislation

COU submitted a brief on Ontario's proposed Privacy of Personal Information Act, 2002 that was forwarded to the Ministry of Consumer and Business Services on March 28, 2002. It noted that while Ontario universities were fully supportive of and committed to the protection of personal privacy – and have in place well-established access and privacy policies based on COU Information and Privacy Guidelines – they constitute a unique sector regarding the collection, use and disclosure of personal information. While respecting the bill's intent to protect personal information, COU made a number of recommendations that address the specific needs of the university sector. These needs revolve around, for example, the organizational need for confidentiality in student evaluation and peer review as well as the need to sustain leading-edge research, preserve invaluable archival material and develop advancement activities.

Collaborative Nursing Programs Underway to Meet New BScN Entry Requirement

On January 19, 2001, the Ministry of Training, Colleges and Universities (MTCU) and the Ministry of Health and Long-Term Care announced an investment of an additional $49 million to support the transition to baccalaureate entry-to-practice for collaborative nursing programs in Ontario. The increased funding will help to ensure a steady flow of new registered nurses (RNs) into the health care stream after January 1, 2005, when a university degree (BScN) will become the requirement to practise in the province. It will provide:

- an additional $10 million for Start-up and Expansion Grants for 2001-2002 and 2002-2003, bringing the total to $20 million;
- $14.7 million over three years for universities to offer compressed degree programs; and
- $24.3 million over three years for colleges to fund a final diploma intake.

The previous September, universities and colleges had submitted their proposals for the establishment of collaborative BScN programs to MTCU. Following the government's January announcement, master's programs were awarded funding for expansion, and the following partners received funding for their proposed collaborative programs:

- Brock University & Loyalist College
- Lakehead University & Confederation College
- Laurentian University & College Boréal (French program)
- Laurentian University & Northern College, Cambrian College, Sault College (English program)
- McMaster University & Mohawk College, Conestoga College
- Nipissing University & Canadore College
- University of Ottawa & Algonquin College (English program)
- University of Ottawa & La Cité Collegial (French program)
- Queen's University & St. Lawrence College
- Ryerson University & Centennial College, George Brown College
- Trent University & Sir Sandford Fleming College
- University of Western Ontario & Fanshawe College
- University of Windsor & St. Clair College, Lambton College
- York University & Durham College, Georgian College, Seneca College
- University of New Brunswick (UNB) & Humber College (Humber College has partnered with the University of New Brunswick; the degree offered is a UNB degree)

Standing Committee on University-College Relations Expands Mandate

On February 6, 2001, the chairs of the Working Group on Post-Diploma Degrees (Dr. Roland Smith, Vice-President, Academic, Wilfrid Laurier University) and the Task Force on Relations with Private Educational Institutions (Dr. Richard Van Loon, President, Carleton University) presented their final reports to the Standing Committee on Relationships Between Universities and Colleges of Applied Arts and Technology, chaired by Dr. David Marshall, President of Nipissing University. The Standing Committee agreed to address the recommendations of these groups, and to revise its mandate and name (to the Standing Committee on Relationships with Other Postsecondary Institutions) to include issues related to private institutions.

Nurse Practitioners Awarded Funding for Continuing Education

In spring 2001, the Council of Ontario University Programs in Nursing was awarded $1.5 million in funding by Health Canada to develop continuing education opportunities for nurse practitioners who provide primary care in rural and remote areas in Ontario. This project will significantly aid in the establishment and strengthening of networks of nurses in rural and remote communities. Five courses are being piloted: Fundamentals in Primary Health Care; Emergency Health Care in Rural Settings; Pharmacotherapeutics; Issues in Mental Health; and Issues in Persistent Illness.

Office for Partnerships for Advanced Skills (OPAS) Receives Funding

In 2001, the Office for Partnerships for Advanced Skills launched two important initiatives to help advance the use of technology-enhanced learning.

- **Workplace Online Resource Centre ($500,000)**

  This project, which is supported by the federal government's Office of Learning Technologies and OPAS industry partners, provides full-time workers in small- and medium-size companies with assistance in gaining proficiency in online learning. This proficiency greatly increases their opportunities to continue online learning and advance their knowledge and skills.

- **Faculty Online Support Services ($600,000)**

  This project provides online support for faculty who use technology to enhance their teaching. The service will include templates, evaluations and moderated computer conferences, as well as other forms of support based on recommendations arising from OPAS's Summer Institutes on Learning Technologies and from a 2000 pilot project carried out with 175 faculty participants. The project is funded by the Office of Learning Technologies, MTCU, IBM, WebCT and universities.

Government Expands Undergraduate Medical School Enrolment Based on Expert Panel's Recommendations

On May 17, 2001, the Minister of Health and Long-Term Care announced that undergraduate medical school enrolment would be expanded by 120 positions over the next two years. These positions were in addition to 40 positions added in September 2000. All told, this represented a 30% increase in medical school enrolment – from 532 to 692 students – within three years.

This announcement and others were the result of recommendations made by the Expert Panel on Health Professional Human Resources in its January 2001 report, *Shaping Ontario's Physician Workforce*. Chaired by McMaster University President Peter George, the 18-member panel and its working groups brought together wide-ranging expertise and perspectives from urban, rural and northern communities to develop a strategic, system-wide approach to health workforce planning.

The government also announced that it would create a new medical school in Northern Ontario. Located at Laurentian University in Sudbury and Lakehead University in Thunder Bay, the school will train more new doctors and help alleviate the region's chronic doctor shortage by encouraging graduates to remain in the north as practitioners. The plan is to begin admitting students in 2004 with an undergraduate class size of 56 and to use the latest e-learning technologies in the delivery of the new medical program.

In addition, the Expert Panel recommended expanding the postgraduate residency positions by 160 (to complement the undergraduate expansion); adding more residency positions to provide advanced skills in family medicine; ensuring up to two years of residency for fully certified foreign-trained physicians; and providing flexibility for current residents who want to transfer between specialties.

Collaborative Gender and Health Curriculum to Be Developed

In spring 2002, two committees under the auspices of the Council of Ontario Faculties of Medicine – the Undergraduate Education Committee and the Gender Issues Committee – acquired funding for a new project to develop a collaborative, web-enabled medical curriculum that integrates gender and health. The undergraduate curriculum at Ontario's five medical schools will be examined to determine how medical students can best learn about the health of women and the effect of gender on current and future requirements. Once developed, all Ontario medical schools will be able to use this integrated curriculum. The Women's Health Council is funding the first phase of the project.

STUDIES, SURVEYS AND SPECIAL PUBLICATIONS

Study Compares Ontario and U.S. Universities

In 2000, COU undertook a comparison of Ontario universities with a peer group of four-year public institutions in the U.S. on the basis of student-faculty ratios, revenues and expenses. The study, which expanded on the peer concept developed by the Operating Revenue and Budget Committee of the Council on University Planning and Analysis (CUPA) in a 1999-2000 report, found that, in 1998, the Ontario university sector would have needed to hire 36% more faculty to reach the student-faculty level of its peers. The study also found that Ontario universities collected 38% less revenue, primarily because of lower contributions from the provincial and federal governments, and spent 34% less, largely because of lower academic support, student services, institutional support and scholarship expenses. The report of the study's findings, *Comparing Ontario and American Public Universities,* is available on COU's web site (www.cou.on.ca).

Past and Present University Enrolment Patterns Reviewed

In February 2001, CUPA's Committee on Enrolment Statistics, Projections and Analysis began a review of past and present enrolment patterns in Ontario universities. The study considered the following perspectives: *historical,* based on overall enrolment patterns from 1963 to 2000; *detailed,* examining shifts in full- versus part-time enrolments, program selections, gender, level and demand; and *future,* including population projections and projected enrolment patterns.

Published in September 2001, the study found that demographic change has been an important factor influencing overall enrolment growth in Ontario universities, particularly before the mid-1980s. However, additional factors – including changes in participation rates and government policy – also had an impact on enrolment levels between 1963 and 2000. Other significant patterns were also noted, including a decline in part-time enrolment in the 1990s; growth in the female participation rate since the early 1980s; shifts in enrolment by program area; growth in demand for places in science, engineering and business/commerce; and registration by a greater proportion of females and by individuals from Asian countries. The report concluded that all of these factors will continue to influence the demand for places in Ontario universities in the future, and recommended an ongoing collaboration with MTCU to monitor significant trends.

Enrolment Review: Report of the Committee on Enrolment Statistics, Projections and Analysis is available on COU's web site (www.cou.on.ca).

University Grads Enjoy High Employment Rates: Third, Fourth Annual Surveys Confirm

For the third and fourth consecutive years, the results of the Ontario University Graduate Survey show that university graduates continue to experience high employment rates. The 2000-2001 survey asked 1998 graduates of Ontario university undergraduate programs to respond to questions regarding their employment situation, six months and two years after graduation. The 2001-2002 survey solicited the same information from 1999 graduates.

The 2000-2001 survey found that 1998 graduates enjoyed an overall employment rate of 94.6% six months after graduation and 97.2% after two years out. The 2001-2002 survey found that employment rates for 1999 graduates remained buoyant despite a downward trend in the labour market that began in May 2001 and was still in evidence in October 2001, when survey respondents were asked to indicate their employment status. At the time of the survey, the Class of '99 was posting an employment rate of 95.8% six months after graduation and 96.6% after two years out.

Virtually all academic disciplines had a strong showing, with several boasting a full 100% employment rate at both the six-month and two-year intervals.

Individual universities posted detailed information on the employment rates of their own graduates, institutionally and by discipline, on their web sites. The annual fall issues of *INFO* magazine feature a summary of the employment rates to help Ontario secondary school students who are assessing their postsecondary options.

Both surveys were conducted by the Ontario Universities' Application Centre on behalf of COU under a contract with MTCU.

Factors that Influence Quality in Education: Study Reveals Public Perceptions

In 2001, COU commissioned EKOS Research Associates to undertake a study on public perceptions of quality in Ontario universities. COU worked with EKOS to develop a series of 10 questions, which were added to EKOS's syndicated study. The questions were designed to help determine what factors the general public perceives to have the greatest influence on the delivery of a quality education. The study found that the top five factors influencing the quality of education are:

- professors and instructors with a high degree of teaching skills;
- a well-stocked library that makes use of leading-edge technology;
- well-maintained and equipped classrooms;
- a wide choice of courses and programs of study; and
- opportunities for students to work with leading researchers.

Equity Survey of University Applicants Completed

In August 2001, the COU Standing Committee on Employment and Educational Equity and the COU Standing Committee on the Status of Women in Ontario Universities mailed an Equity Survey to Ontario university applicants. The survey was designed to provide a better understanding of the socio-economic status and representation of members of recognized designated groups in the university applicant pool (Aboriginal Peoples of Canada, visible minorities, people with disabilities and women) to enable institutions to service their needs more effectively.

Of the 94,655 surveys sent to first-year, direct-entry program applicants, 17,403 or 18% completed and returned the survey. The survey provided some baseline data that will be useful both for further research and for the evaluation of institutional and government policy as it affects these groups. Committee members recommended including equity-type questions in future university applicant surveys. *The Equity Survey* report can be found on COU's web site (www.cou.on.ca).

Space Standards Committee Presents Report

At a meeting of Council on February 15, 2002, the COU Standing Committee on Space Standards and Reporting submitted a report on its current major activities, which included conducting the 2001-2002 triennial inventory report and reviewing standards for facilities such as classrooms, laboratories, offices and libraries. As part of the Standing Committee's mandate, space standards are reviewed on an ongoing basis to ensure that they remain current. In June 2001, at the conference of the Canadian Association of University Business Officers, the Standing Committee presented a paper titled Where Are We Going to Put Them? relating the role of space standards in matters pertaining to university planning, space management and financial resources.

Success Stories on University Research Compiled

Through provincial funding programs such as the Ontario Research and Development Challenge Fund, the Ontario Innovation Trust and the Premier's Research Excellence Awards, Ontario universities have been able to conduct leading-edge research that is contributing to Ontario's economic competitiveness and quality of life. In February 2002, the Ontario Council on University Research, in association with COU, published a compilation of success stories on research and innovation across the disciplines at Ontario universities. *A Sampling of Success Stories of Provincial Investment in University Research* illustrates the range and richness of university research supported by the Ontario government. The book is available on COU's web site (www.cou.on.ca).

Students Surveyed on Factors that Influence Choice of University

In spring 2002, COU partnered with Acumen Research Associates to administer the 2002 University Applicant Survey (UAS), a useful planning tool that not only provides information on the profile of applicants, but also on key factors that influence students' choice of university. A random sample of 20,000 applicants to Ontario universities received the survey in March, and 7,200 individuals – a high response rate of 36% – completed the survey. The 2002 survey results revealed the following:

- Fifty percent of applicants had decided to attend university between the ages of 10 and 14. This finding is consistent with the 2001 survey. Female applicants, applicants with higher grade averages and applicants from higher-income households make their decisions at a younger age.
- The top five factors influencing university selection are the institution's academic reputation, safe environment, graduates' ability to get high-quality jobs, graduates' ability to get into top professional and/or graduate schools and emphasis on teaching.
- The top three concerns regarding the decision to attend university are finding employment after graduation, ready access to professors and career development.
- The top three double cohort-related concerns are difficulty getting into required classes, difficulty accessing professors and declining access to academic counselling.
- Interest in medical degrees and MBAs have remained fairly consistent over the years, at about 11% and 10% of applicants respectively. Interest in a law degree increased from a low of 4% of respondents in 1997 to 6.3% in 2002. Approximately 20% of applicants intend to complete a bachelor's degree, 18% a master's degree and 11% a doctoral degree. Interest in a teaching degree, which peaked at 8.6% in 2000, declined slightly in 2002 to 7.4%.

Some institutions have been using survey results since 1997, when the UAS was first administered, to aid in the recruitment process and to help determine the best ways to reach prospective applicants.

Summer Institute on Learning Technologies Held in 2000 and 2001

On August 15 to 17, 2000, the Office for Partnerships for Advanced Skills (OPAS), with industry partners IBM and SGI, held the second Summer Institute on Learning Technologies at the NRC's Virtual Environment Centre on the University of Western Ontario's Research Park in London, Ontario. Minister of Training, Colleges and Universities Dianne Cunningham was the featured speaker at the Institute, which was attended by representatives from all Ontario universities as well as from several colleges.

The following year, August 14 to 16, the third Summer Institute was held at the Bank of Montreal's Learning Institute in Toronto with featured speaker Kevin Costante, Deputy Minister of Training, Colleges and Universities. Representatives from each of Ontario's universities as well as senior industry representatives attended.

The Institutes introduced participants to developing trends, emerging technologies and new initiatives in the field of technology-enabled learning. Participants had the opportunity to share experiences and exchange best practices. University and college participants were nominated to attend by their vice-president academic.

Attendance Soars at Ontario Universities' Fair

Each year since 1996, the Standing Committee on Secondary School Liaison, under the auspices of the Ontario Universities Registrars' Association, has hosted the Ontario Universities' Fair over a weekend in September as part of the University Information Program. All Ontario universities as well as the Ontario College of Art & Design are represented at the three-day fair.

The 2000 and 2001 fairs saw record-setting turnouts of 43,000 and 47,000, respectively, as prospective students, parents and other interested individuals visited university booths seeking information and practical tips on education planning. All institutions provided a large volume of take-away materials and held information sessions on their programs, admission requirements and campus life. Admissions, student services, academic and student representatives were on hand at every booth to answer their visitors' specific questions.

Leaders from Business, Academia Weigh in on Education Issues at OPAS Business Leaders Forum

The Office for Partnerships for Advanced Skills continued to present its annual Business Leaders Forum to facilitate the exchange of information and views on key issues affecting both industry and the university community. Business and university leaders invited by the OPAS Board of Directors participate in these sessions.

Business Leaders Urge Step-Up in Public Communications

Held on November 1, 2000 (at the Toronto Board of Trade), this seminar acquainted business leaders with the realities and implications of the double cohort, rising enrolment and seriously constrained levels of public funding. Dr. Paul Davenport, then Chair of Council and President of the University of Western Ontario, offered a presentation on the key issues, including the role of universities in generating new enterprises and wealth. Business leaders reported being unaware of many of these realities and urged the universities to step up communications with the business community and opinion leaders. More than 50 leaders from the business and university sectors attended, including business colleagues of OPAS board members, university presidents and chairs of several university boards.

U of T President Makes Economic Case for Basic Research*

University of Toronto President Robert Birgeneau was guest speaker at the May 8, 2001 seminar, hosted by OPAS in co-operation with the Information Technology Association of Canada (ITAC) at the National Club in Toronto. Dr. Birgeneau, a distinguished physicist and former Dean of Science at the Massachusetts Institute of Technology, drew on his wealth of experience to discuss the positive impact of basic scientific research on economic and societal health, and to explain why economic prosperity is significantly affected by basic research done in universities. There were more than 90 participants at the seminar.

Chief Economist of TD Bank Financial Group Champions Investment in Higher Education*

At the April 19, 2002 forum, Don Drummond, Senior Vice-President and Chief Economist for TD Bank Financial Group, provided an economic outlook and drew comparisons between Canada and other jurisdictions. He demonstrated the importance of further government and private-sector investment in postsecondary education to keep Canada competitive. Mr. Drummond observed that, while Canada's per-student expenditures fell 6% from 1995 to 1998, per-student expenditures in most competing jurisdictions were on the rise. He further noted that real per-student spending has declined by 30% in Canada since 1980, while climbing by 20% in the U.S. during the same period.

Following Mr. Drummond's remarks, Terry Mosey, President of Bell Ontario and member of the OPAS board, and Dr. Paul Davenport, Past Chair of Council and President of the University of Western Ontario, presented industry and university perspectives, respectively. Some 100 invited guests from industry, the universities and government attended the seminar, held at Toronto's National Club.

**These addresses can be found on the COU web site (www.cou.on.ca) under Publications.*

Council of Ontario Faculties of Medicine Holds Second, Third Annual Conference

On November 9 and 10, 2000, the Council of Ontario Faculties of Medicine held its second annual educational conference in Ottawa. The conference explored the development of common components of medical school curricula and technology-assisted learning modalities. Conference highlights included the presentation of the May Cohen Gender Equity Award to Dr. Barbara Lent and Dr. Joan Bishop of the Faculty of Medicine at the University of Western Ontario. The award recognizes outstanding effort or achievement by an individual, program, department or school in improving the gender equity environment in academic medicine in Ontario.

The third annual conference, held on November 22 and 23, 2001 at the University of Western Ontario, focused on the social determinants of health – poverty, lifestyle, ecosystem health, politics and diversity – and how they are integrated into medical curricula and clinical practice. The conference was sponsored by Associated Medical Services Inc.

OPAS Hosts Symposium on Environment Sector

On February 8, 2001, OPAS hosted an Environment Sector Symposium in partnership with the Canadian Council for Human Resources in the Environment Industry. The symposium focused on curriculum, recruitment and retention, school-to-work transition and continued learning for the sector's workforce. Co-chaired by Dr. Mordechai Rozanski, then Vice-Chair of Council and

President of the University of Guelph, and Jim Balfour, President and CEO of Dillon Consulting Limited, the symposium was opened by Ontario Environment Minister Dan Newman and attended by senior representatives from universities, industry and the federal and provincial governments. Ensuing discussions resulted in a number of specific recommendations and follow-up actions that were detailed in the symposium's published proceedings (found on the OPAS web site at www.opas-partnerships.com).

Intellectual Property and Copyright Conference Held at York University

On May 4, 2001, COU and OPAS presented Intellectual Property/Copyright: The Next Decade, a one-day follow-up to the Cultural Sector Symposium held in May 2000. York University President Lorna Marsden chaired the conference, which was held at York's Glendon Campus. Conference participants included representatives from industry, universities and government.

Inaugural Presentation of Award Honouring Memory of David Smith

At a dinner held in Toronto on May 31, 2001, the first David C. Smith Award for Significant Contribution to Scholarship and Policy on Higher Education in Canada was presented to Dr. David Cameron, Chair of the Department of Political Science at Dalhousie University.

The award was created by COU to honour the memory of the late Dr. Smith, whose distinguished career included positions as Principal of Queen's University, Chair of Council, Chair of the government-appointed Advisory Panel on Future Directions for Postsecondary Education and Interim President of Trent University.

Award recipient David Cameron has published and lectured extensively in the field of higher education and related issues. Dr. Cameron was also, notably, a member of the government advisory panel chaired by Dr. Smith.

Recipients are required to deliver a lecture related to the theme of the award, with the goal of broadening awareness of issues in higher education and related public policy. Dr. Cameron's address, entitled *Postsecondary Education and Canadian Federalism: Or How to Predict the Future,* is posted on the COU web site (www.cou.on.ca) under Publications.

User-Friendly Web Site Helps Students Evaluate Their University Options

On November 1, 2001, some 20 students from St. Joseph's College School in Toronto became the first group of students to officially log on to *myfuture.ca* (and *mesoptions.ca* for French users), a new web site developed collaboratively by Ontario universities. On hand to welcome the students at the launch were Dianne Cunningham, Minister of Training, Colleges and Universities, and Mordechai Rozanski, Chair of Council and President of the University of Guelph.

The user-friendly web site is designed to help students identify their academic and career interests and to determine which programs, at which Ontario universities, offer the best match. It also provides links to other relevant sites (on career planning and application procedures, for example) and includes a "tips" feature that offers helpful hints when considering university options. Although accessible to everyone, *myfuture.ca* will be especially useful to students in Grades 9 and 10 who must make decisions on high school course selections that will affect their eligibility for admission to university programs. *Myfuture.ca's* cyber-guide, an animated character that collects information in a knapsack, helps users navigate through the web site.

OPAS Visionary Seminar Features President of Research in Motion

On November 7, 2001, the Office for Partnerships for Advanced Skills presented its fifth Visionary Seminar, featuring Mike Lazaridis, President and Co-CEO of Research in Motion (RIM), as its honouree. The University of Waterloo hosted the seminar, which was broadcast live by satellite and web cast to 23 universities and colleges in Ontario, Alberta and British Columbia. All told some 2,500 students, faculty, business leaders and federal and provincial government officials took part in the event, which was sponsored by Bell Canada.

In his address, Dr. Lazaridis called on Canadians to share his passionate commitment to quality education. "It is important for the culture of our country to be in pursuit of excellence in education," he said. "We must have faith that, if we get that one thing right, everything else will fall into place."

Terry Mosey, President of Bell Ontario and a member of the OPAS board, presented the 2001 OPAS Visionary Award to Dr. Lazaridis. OPAS presents the Visionary Seminar series as another opportunity for universities to forge stronger alliances with business and the local community.

COU Hosts Reception for Members of Government Caucus

On December 3, 2001, COU hosted a reception for members of the provincial government caucus. On display were a series of artists' renderings of SuperBuild projects at Ontario universities and a rolling computer presentation that recognized the many SuperBuild university projects in the design, development or construction phases throughout the province. Council Chair Mordechai Rozanski and COU President Ian Clark welcomed the more than 70 government and university representatives, including Dianne Cunningham, Minister of Training, Colleges and Universities, and David Lindsay, President and CEO of the Ontario SuperBuild Corporation, who were on hand to celebrate the collaborative achievements of the two communities.

First "Annual Dialogue" Between Health Sciences Affiliates and Government

COU's health sciences affiliates and the Ontario government held their first "Annual Dialogue" on December 14, 2001. Officials from the Ministries of Health and Long-Term Care, Finance, Energy, Science and Technology, and Training, Colleges and Universities outlined their respective ministry's mandate and priorities. Representatives of faculties of nursing, medicine, rehabilitation sciences and pharmacy discussed ways in which university health sciences programs could help government achieve its health care objectives.

College-University Consortium Council Hosts Forum

On March 25, 2002, the College-University Consortium Council (CUCC) hosted a Forum in Toronto. Bringing together representatives of the postsecondary community, government and other interested parties, the CUCC Forum focused on the current state of articulation and credit transfer arrangements among colleges and universities in Ontario, Eastern and Western Canada and the U.S. The forum also explored the future of college-university partnership in Ontario.

Kevin Costante, Deputy Minister of Training, Colleges and Universities, presented the keynote address. Other distinguished speakers included David Baime, Vice-President, American Association of Community Colleges; Mireille Duguay, Chief Executive Officer, Maritime Provinces Higher Education Commission; Dr. Frank Gelin, Executive Director, British Columbia Council on Admissions and Transfer; and several presidents of Ontario colleges and universities.

Federal Research Funders Meet with Ontario Council on University Research

On April 11, 2002, the Ontario Council on University Research held its annual meeting in Ottawa to consult with heads of the major federal research funding organizations. Discussions focused on the changing environment for federal support of university research, the situation and priorities of each funding council, and the past and prospective future performance of Ontario universities in their funding competitions. Guests were Dr. Marc Renaud, President of the Social Sciences and Humanities Research Council; Dr. Tom Brzustowski, President of the Natural Sciences and Engineering Research Council; Dr. David Strangway, President of the Canada Foundation for Innovation (CFI); and Carmen Charette, Vice-President of CFI.

OPAS Launches Awards for Teaching with Technology

In 2002, the Office for Partnerships for Advanced Skills established two awards that recognize innovation and excellence in teaching with technology. The first award recognizes a program, course or module designed for university students, at either the undergraduate or graduate level. The second award acknowledges a learning product designed specifically for people in the workforce. The awards are valued at $7,500 each.

Ed. Note: The first two awards were presented at a special awards luncheon in Toronto on October 18, 2002. The recipient of the first award, sponsored by CGI Group Inc., was Dr. William Ralph of Brock University for his undergraduate course, Journey Through Calculus. The winner of the second award, sponsored by IBM, was Dr. John Burton of the University of Guelph, in partnership with the Office of Open Learning and the Equine Research Centre, for the centre's Equine Science Certificate Program.

Ontario Universities Responsibly and Efficiently Managed, Reports Government-Appointed Task Force

On September 19, 2000, Minister of Training, Colleges and Universities Dianne Cunningham announced the creation of the Investing in Students Task Force. The Task Force was struck to study college and university administrative operations across the province, with a view to advising government on ways of focusing current and future funding on high-quality education and student service while ensuring accessibility, affordability and accountability in a period of rapid enrolment growth. Its mandate included examining best practices in administrative operations; engaging in roundtable dialogues with stakeholders province-wide; and inviting proposals from students, institutions, associations and other organizations on strategies for increasing administrative effectiveness and efficiencies.

Ontario universities engaged in several consultations with the Task Force and, under the auspices of the Council of Senior Administrative Officers (CSAO), chaired by Peter Mercer, Vice-President of Administration and Legal Counsel, University of Western Ontario, addressed administrative efficiencies in nine key areas. CSAO working groups developed system-wide proposals on student financial aid administration; facilities planning, maintenance and utilization; purchasing; human resources; digital library; infrastructure for web-based services and e-learning; registration; opportunities counselling; and finance and accountability.

Through COU and its affiliates, Ontario universities had already implemented collaborative, cost-cutting strategies in areas such as admissions processing, interuniversity mail and joint purchasing. Their restructuring efforts provided several best practice cases on which the Task Force was able to draw. Recent initiatives included the Ontario Digital Library *(see next story)*, automated transcript processing, student information programs, the Ontario College-University Degree-Completion Accord and a variety of partnerships with industry.

The CSAO's final submission, which contained 13 proposals, was presented to the Task Force on December 13, 2000. The Task Force submitted its final report and recommendations to the Minister in January 2001.

The Task Force concluded that Ontario universities are responsibly managed and cost-efficient compared to other jurisdictions. It also acknowledged the need for system-wide investment to support the surging enrolments projected for this decade and beyond.

In setting a context for postsecondary education, the report noted that Ontario has reached a crossroad. "The postsecondary sector will face many challenges as it tries to handle the record number of students who will soon enter the system – institutions are aging, faculty are retiring, and technology requirements are up.... To fully meet the vision for postsecondary education, these pressures and others will need to be addressed."

Ontario universities' expenditures on general administration are the lowest in Canada when expressed as a percentage of total funding, accounting for 5.7% of all operating, special purpose and research dollars as compared to 8.5% in the other nine provinces. Similar comparisons in American jurisdictions indicate that the proportion of operating expenses directed toward administrative support in Ontario universities (7.2%) is also lower than in major U.S. states (9.1%).

Proposal for Province-Wide Digital Library Submitted

In 2001 and 2002, COU collaborated with the Ontario Library Association (through COU's affiliate, the Ontario Council on University Libraries) to provide support for the Ontario Information Infrastructure, which is the foundation for the establishment of an Ontario Digital Library (ODL). The proposed ODL envisions interlinking all publicly assisted libraries in Ontario to enable every library user to access high-quality information resources province-wide, while recognizing the unique responsibilities of public libraries, school libraries, colleges and universities.

The universities' component of the infrastructure, the Ontario Scholars' Portal (http://scholarsportal.info), has been implemented. Funded by the Ontario Innovation Trust, the portal

provides access to resources, services and expertise that support teaching, learning and research at Ontario universities. Rapid Access to Collections by Electronic Requesting (RACER) allows users to do a single search across the library catalogues of all Ontario academic libraries (over 30 million volumes), while Scholarly Information Resources (SIR) permits a single search of OCUL-acquired electronic indexes and journals (representing 2.5 million scholarly articles).

In February 2002, the Ontario Library Association submitted a proposal for an ODL business plan to the provincial government. Collaborative purchasing and interinstitutional operations through the ODL will provide major purchasing and operational leverage for universities.

OUAC's New Headquarters Ready on Time and on Budget

At a ceremony on May 25, 2001, the Ontario Universities' Application Centre (OUAC) officially opened the doors of its newly built headquarters at 170 Research Lane in Guelph. Dr. David Marshall, Chair of the OUAC Advisory Board and President of Nipissing University, welcomed the more than 250 guests who included university presidents, government representatives, OUAC staff and families and construction trades people.

Construction of the new building, which began in fall 2000, was completed in mid-April on budget and one month ahead of schedule. The new premises are 50% larger than OUAC's previous offices and will permit the Centre to conduct its ever-expanding activities more efficiently during the double cohort years and beyond.

OUAC has also significantly increased its computer capacity and Internet bandwidth in preparation for a surge in applications during this decade. In 2002, OUAC marked its thirtieth year of operation and, as of that date, had processed 8,232,213 applications for 3,083,200 individual applicants.

Additional Processing Divisions Go Online at the Application Centre

Over the past few years, OUAC has added several processing divisions to its popular web application system. In September 2000, applicants to the province's teacher education programs began to apply via this user-friendly automated process and, since then, 85% of teacher education applicants have applied online. International applicants have been applying online since December 1997, while non-secondary, domestic applicants joined in April 1998 for fall 1998 admissions.

In mid-July 2001, the web application system for the province's medical school programs went live, allowing individuals to apply entirely online including the submission of personal application data forms, supplementary forms, applicant profiles, autobiographical sketches required by the universities, academic data from prior institutions (including the automated transcript request system) and other data. Since then, 99% of medical school applicants have used the web to apply.

Ontario law schools came on board for the 2003 application cycle with a complete online application system that was operational by the summer of 2002. Around the same time, the Centre field-tested its online application process for Ontario secondary school students, its largest application division, for 2002 admissions. The trial was conducted with the co-operation of seven school boards (involving 36 schools) and approximately 3,000 secondary school applicants province-wide.

Ed. Note: OUAC used the results of the pilot project to fine-tune the web application, which was made available to all secondary schools across the province in fall 2002, when the first graduating class of double cohort students began applying to Ontario universities. This time-saving option will be crucial in 2003, when OUAC hopes to be able to process 50% more applications within roughly the same time frame as in 2002. Indications are that at least 80% of the 105,000 double cohort students in 2003 will apply online.

University Applications Continue to Increase in Volume

Application statistics for fall 2001 admissions, released by the Ontario Universities' Application Centre in mid-2001, continued to show an increase in the number of applicants seeking admission to full-time undergraduate studies at Ontario universities.

A total of 60,540 Ontario secondary school students submitted 241,415 applications (university program selections). Analysis of the numbers showed that:

- More individuals applied for university admission in fall 2001 than in fall 2000: the number of applicants in 2001 was up 2.3% over the same date the previous year.
- Individuals applied for more programs in fall 2001 than in fall 2000: actual applications were up by 6.7%, indicating that prospective students were applying to a greater number of individual institutions.
- Application volume from applicants not registered in an Ontario secondary school at the time of application increased by 15.7% when compared to the same date in the previous year. This category of applicants includes college and university transfers, applicants from other provinces and "stop-outs" who completed secondary school in past years. Part of the increased volume is attributed to the Centre's user-friendly, online application system.

Ed. Note: For September 2002, OUAC reported significant increases in many applicant divisions for fall 2002 admissions. Law schools saw an increase in applicants of 7.7%; teacher education programs, 21.3%; rehabilitation sciences programs, 26.3%; Ontario secondary schools division, 16.4%; non-secondary, 7.0%; and international (VISA) applicants, 27.6%. Medical schools received the same volume of applicants as the previous year (roughly 3,800 individuals).

Quality Assurance Audit of Undergraduate Programs Continues

In 2000 and 2001, the process of undergraduate program review audits entered the fifth and sixth years of a seven-year cycle. These quality assurance audits are conducted by academics who have had extensive senior-level administrative experience, are usually retired and are appointed by the Ontario Council of Academic Vice-Presidents on the recommendation of the Undergraduate Program Review Audit Committee, which oversees the audit process. The auditors – normally a team of three – not only undertake an examination of documents but also conduct a site visit to gain a full understanding of an institution's review policy and practice.

In the academic year 2000-2001, the auditors visited Lakehead University in November, Ryerson University in February and Trent University in March. In the academic year 2001-2002, the auditors visited the University of Toronto in November, Laurentian University in February and the University of Waterloo in March.

Within one year of being audited, universities are required to report on the changes and improvements that they have made to their review processes, based on the auditors' recommendations and suggestions. All of the universities that have completed this step have found the auditors' advice helpful in strengthening their already sound quality review policies and practices.

financial

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JULY 1, 2000 TO JUNE 30, 2002

CONDENSED SUMMARY OF FINANCIAL POSITION

As at June 30,	2002	2001
ASSETS		
Current assets	$8,081,722	$5,000,043
Capital assets	2,107,015	1,858,121
Investments held for endowment	6,000,000	3,000,000
Total assets	**$16,188,737**	**$9,858,164**
LIABILITIES AND FUND BALANCES		
Current liabilities	2,858,451	2,299,539
Capital lease obligations, non-current portion	634,656	428,593
Total liabilities	**3,493,107**	**2,728,132**
Fund balances		
Invested in capital assets	987,318	1,228,885
Endowment	6,000,000	3,000,000
Externally restricted funds	1,527,293	393,058
Internally restricted funds	3,220,537	1,789,804
Unrestricted – general operations	960,482	718,285
Total fund balances	**12,695,630**	**7,130,032**
Total liabilities and fund balances	**$16,188,737**	**$9,858,164**

The condensed summaries of COU's Financial Position and its Income and Expenses for the years ended June 30, 2002 and 2001 are derived from the audited financial statements of COU Holding Association Inc. for the year ending June 30, 2002. They provide summary information on COU's assets, liabilities and fund balances, and income and expenses relating to COU's general operations, self-supporting activities and activities funded through restricted contributions.

COU Holding Association Inc. is the corporation responsible for the financial and business operations of Council. The directors of the corporation are the COU chair, vice-chair, president, secretary/treasurer and two members of the senior directors group.

CONDENSED SUMMARY OF INCOME AND EXPENSES

Year ended June 30,				2002	2001
	General Operations	Self-Supporting Activities	Restricted Funds	Total	
INCOME					
Membership assessment	$3,225,227	$497,372	$115,000	$3,837,599	$3,872,899
Quality Review fees		1,021,100		1,021,100	958,679
Application Centre fees		6,072,587		6,072,587	5,001,554
Government grants		9,000	3,537,084	3,546,084	1,472,149
Interest income	275,223	8,063	151,581	434,867	483,024
Other income		1,513,555	532,509	2,046,064	1,383,629
	3,500,450	9,121,677	4,336,174	16,958,301	13,171,934
EXPENSES					
Compensation	2,526,987	2,997,881	591,874	6,116,742	5,615,885
Accommodation	289,102	477,440	48,015	814,557	800,951
Communications	99,410	1,391,133	29,380	1,519,923	1,455,388
Computing	29,450	278,951	19,958	328,359	394,931
Professional fees	44,174	246,178	293,805	584,158	479,292
Special projects	233,372	481,038	1,925,294	2,639,704	1,642,680
Supplies and other office expenses	167,554	136,205	92,022	395,781	274,151
Travel and meeting expenses	152,907	398,557	111,410	662,874	595,126
Inter-University Transit System	411,878			411,878	382,436
Amortization of capital assets	128,487	790,239		918,726	525,838
Cost recoveries	(824,465)	758,925	65,540		
	3,258,856	7,956,548	3,177,298	14,392,702	12,166,680
EXCESS OF INCOME OVER EXPENSES FOR THE YEAR	**$241,594**	**$1,165,129**	**$1,158,876**	**$2,565,599**	**$1,005,255**

COU

SECRETARIAT

Administration

This unit facilitates the conduct of Council business and the work of the COU Secretariat with respect to Council and is responsible for the general administration of the Secretariat. Daily delivery of items such as interuniversity mail, library materials and teaching equipment is provided by the Inter-University Transit System (IUTS), a cost-effective mechanism for routing some 250,000 library items and over $400,000 worth of mail between and among Ontario universities each year.

Finance and Corporate Planning

This unit is responsible for the financial accounting, reporting, budget development and financial planning aspects of COU and its affiliated organizations, including treasury, funds management and investment. Finance and Corporate Planning also has responsibility for COU's computer information technology activities.

Office for Partnerships for Advanced Skills (OPAS)

The Office provides a central point of access to Ontario universities and a vehicle for ongoing university-industry partnership. It promotes strong employment skills and a commitment to lifelong learning, and undertakes numerous initiatives to foster stronger ties between the university and business communities. Building on its success in Ontario, OPAS is helping to develop a national network of industry-university partnerships. The OPAS Board of Directors is composed of senior representatives of Ontario universities, leading executives from industry, and representatives of both the federal and provincial governments. *(www.opas-partnerships.com)*

Office of Health Sciences

The Office of Health Sciences interacts closely with Ontario university health science programs in medicine, nursing and rehabilitation sciences, and those institutions with an interest in seniors' health care. It also supports and provides policy advice to COU affiliates that represent various branches of the academic health sciences community, and plays an important role in helping this community to respond to changes in provincial health care policy.

Ontario Council on Graduate Studies

The Ontario Council on Graduate Studies (OCGS) strives to ensure quality graduate education and research across Ontario. To achieve this, OCGS conducts quality reviews of graduate (master's and PhD) programs that have been proposed for implementation in Ontario's universities. It also performs quality reviews of existing programs on a seven-year cycle.

Ontario Universities' Application Centre (OUAC)

The award-winning Ontario Universities' Application Centre, a division of COU, provides centralized processing of applications to the province's undergraduate, medical, law and teacher education programs, as well as to the Ontario College of Art & Design and selected graduate programs. The Centre provides efficient service to applicants and reduces duplicate effort and cost on the part of universities. It is also responsible for administering various university and applicant surveys, and overseeing the production of statistical reports used for government and institutional planning. *(www.ouac.on.ca)*

Public Affairs

Public Affairs provides timely information on university-related issues to the university community, government, stakeholder groups and the general public. The department develops and executes strategic plans in communications and public affairs; produces all regular publications (newsletters, brochures and reports), special publications and communiqués; liaises with the media; co-ordinates special events; and provides support for advocacy and government-relations initiatives on behalf of Ontario universities.

Research, Analysis and Policy

Information gathering and policy research are among COU's most important services to the university sector. The Research, Analysis and Policy (RAP) division gathers, analyzes and publishes statistics on an array of topics including enrolment, faculty, finances, physical facilities, health sciences and university applications. These findings are published in a variety of reports and policy papers available to government, the university community and the general public; they are also used to support advocacy initiatives. RAP also supports the activities of a number of COU affiliates and relies on these affiliates for advice in a host of policy areas.

COMPOSITION OF COUNCIL

July 1, 2000 to June 30, 2002

Dr. Paul Davenport, President, University of Western Ontario
Chair: September 1, 1999 to June 30, 2001
Past Chair: July 1, 2001 to June 30, 2002

Dr. Mordechai Rozanski, President, University of Guelph
Vice-Chair: July 1, 2000 to June 30, 2001
Chair: July 1, 2001 to June 30, 2003

Dr. Ian Clark
President

Ms. Sue West
Secretary to Council

STANDING COMMITTEES

Executive Committee
Committee on Employment and Educational Equity
Committee on Government and Community Relations
Committee on Nominations
Committee on Policy and Planning
Committee on Relationships with Other Postsecondary Institutions*
Committee on Space Standards and Reporting
Committee on the Status of Women in Ontario Universities

**Formerly, the Standing Committee on Relationships Between Universities and Colleges of Applied Arts and Technology*

SPECIAL AND LIMITED-DURATION COMMITTEES

Council of Ontario Faculties of Medicine (COFM) Task Force on Medical Student Financial Aid
Joint Task Force of CSAO/OAPPA (Council of Senior Administrative Officers and Ontario Association of Physical Plant Administrators)
Ontario Commission on Interuniversity Athletics
Ontario Universities' Application Centre Advisory Board
Ontario Universities' Application Centre Budget Committee
Ontario Universities' Application Centre Data Integrity Committee
Steering Committee on Acumen's University Applicant Survey (UAS)
Task Force on Learning Technologies
Task Force on Ministerial Consents
Task Force on Postsecondary Interest Registry
Task Force on Relations with Private Educational Institutions
Task Force on Secondary School Reform
Task Force on Student Assistance
Task Force on the Report of the Provincial Auditor
Task Force on University Advancement
Technical Working Group on Graduate Allocation
Working Group on Financial Indicators
Working Group on Institutional Degree-Completion Rates
Working Group on Nursing Baccalaureate Education

Working Group on Ontarians with Disabilities Act (ODA)
Working Group on Ontario Privacy Legislation
Working Group on Performance Funding
Working Group on Post-Diploma Degrees
Working Group on University Capacity (joint with the Government of Ontario)
Working Group on University Research (joint with the Government of Ontario)

AFFILIATES

Association of Computing Services Directors
Association of Ontario University Human Resources Professionals (AOUHRP)
College-University Consortium Council (CUCC)
Committee of Deans and Directors of Ontario Schools of Social Work
Committee of Deans of Ontario Faculties of Law
Council of Chairs of Ontario Universities (CCOU)
Council of Deans of Arts and Science of Ontario Universities (CDAS)
Council of Environmental Health and Safety Officers - Universities of Ontario
Council of Finance Officers - Universities of Ontario (COFO-UO)
Council of Ontario Deans of Engineering (CODE)
Council of Ontario Faculties of Medicine (COFM)
Council of Ontario University Programs in Nursing (COUPN)
Council of Senior Administrative Officers - Universities of Ontario (CSAO-UO)
Council on University Planning and Analysis (CUPA)
Office for Partnerships for Advanced Skills (OPAS)
Ontario Association of Deans of Education (OADE)
Ontario Association of Physical Plant Administrators (OAPPA)
Ontario Committee on Student Affairs (OCSA)
Ontario Council for University Lifelong Learning (OCULL)
Ontario Council of Academic Vice-Presidents (OCAV)
Ontario Council of Library Schools
Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS)
Ontario Council on Graduate Studies (OCGS)
Ontario Council on University Libraries (OCUL)
Ontario Council on University Research (OCUR)
Ontario Interdisciplinary Council for Aging and Health (OICAH)
Ontario Universities Public Affairs Council (OUPAC)
Ontario Universities' Council on Admissions (OUCA)
Ontario University Registrars' Association (OURA)

COU SECRETARIAT

Administration *Sue West, Secretary to Council*
Finance and Corporate Planning *Chris Torres, Director*
Office for Partnerships for Advanced Skills *Dr. Norm Shulman, Executive Director*
Office of Health Sciences *Mary-Kay Whittaker, Director*
Ontario Council on Graduate Studies *Dr. David Leyton-Brown, Executive Director*
Ontario Universities' Application Centre *Greg Marcotte, Executive Director*
Public Affairs *Arnice Cadieux, Executive Director*
Research, Analysis and Policy *Jamie Mackay, Vice-President, Policy and Analysis**

**Prior to August 1, 2002, Ken Snowdon held the position.*

The Council and secretariat staff would like to thank everyone who served on these and other committees during the period of July 1, 2000 to June 30, 2002. Their work makes it possible for COU to achieve its objectives.

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COUNCIL OF
ONTARIO UNIVERSITIES

CONSEIL DES
UNIVERSITÉS DE L'ONTARIO